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ABSTRACT

An imaginary trip to Spain is outlined in this minicourse guide. Several of the course objectives are (1) to give students a broad overview of Spain--historically, geographically, and culturally; (2) to develop interest in Spain and the Spanish language; (3) to introduce useful Spanish vocabulary; (4) to develop an awareness of cultural differences facilitating the acceptance of such difference; and (5) to show that travel can be an enjoyable and educational experience. The outline points out information to be covered, activities, and Spanish vocabulary for the five areas included in the course: preparation for the trip, arrival at the destination, accommodations, food, and traveling in Spain. A bibliography and suggestions for evaluation are included. (RL)

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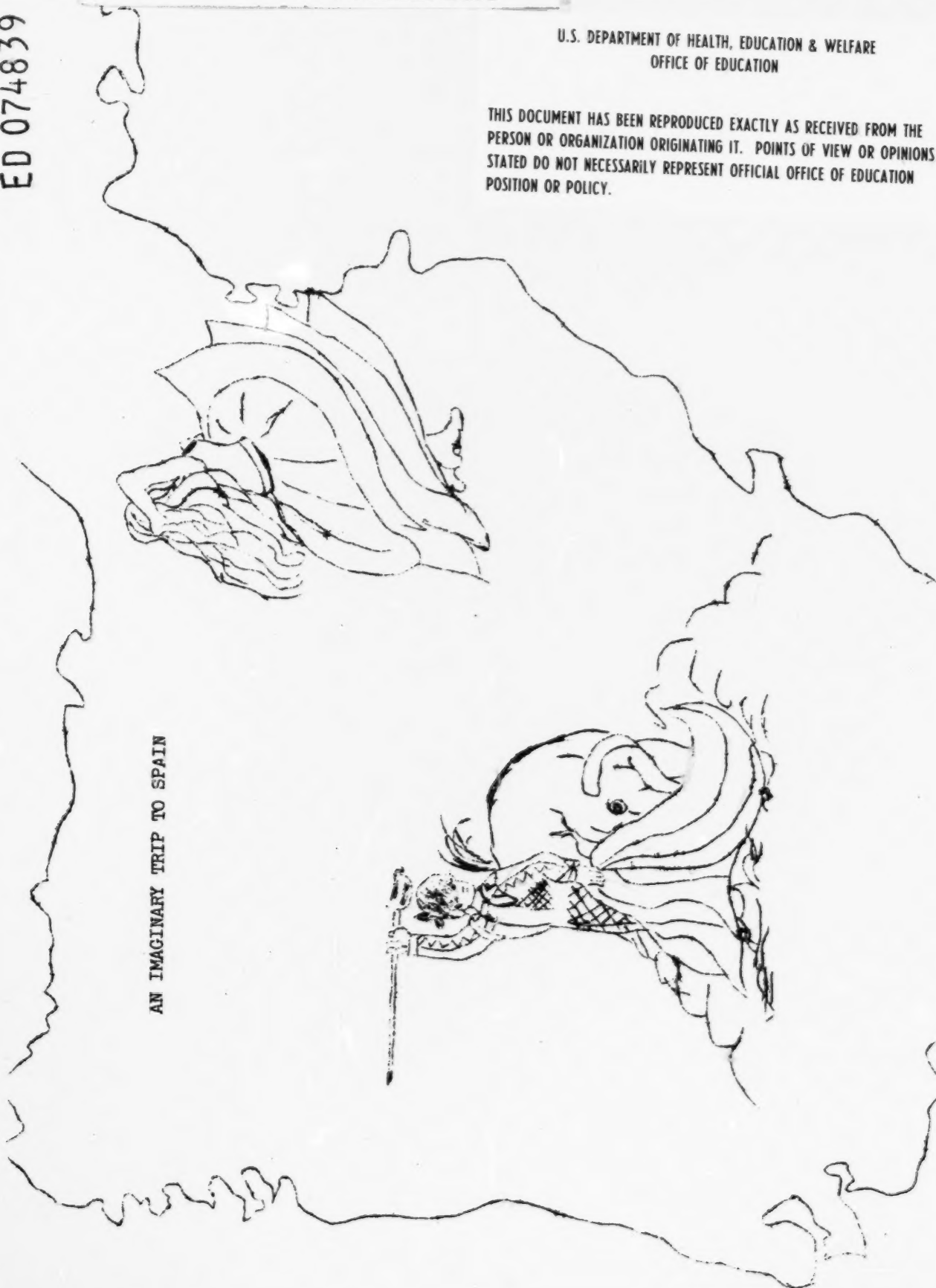
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AN IMAGINARY TRIP TO SPAIN



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LETTER OF TRANSMITTAL

The mini-course guides accompanying this letter are illustrative of the increased educational options available to students under our new flexible quarter programs. Courses such as these can be developed to meet varying needs, interests, and abilities of individual students.

The mini-courses serve to enrich the student's experience by enabling him to explore a variety of different offerings or pursue intensively a specific interest or idea. We believe this heightens and dramatizes a basic purpose of education--to cultivate one's natural curiosity, self-motivation, and direction.

Educational options of the kind exemplified in these courses present exciting challenges and rewarding opportunities to teachers as they try to meet the demands of this age of acceleration and pervasive change.

Your associates who have worked so industriously to prepare these guides have twin hopes for the results of your working with them: that you and your students will find them helpful, and that you will freely offer suggestions for their improvement.

Best wishes for continued efforts to enlarge and improve educational experiences.

Joel A. Carrington
Acting Assistant Superintendent
Secondary Education

May 1972

Gratitude is hereby expressed to the following
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Introduction

This course of study is designed to provide a "relief" from the regular foreign language studies and to intensify interest in the foreign language programs. We are offering this mini-course (an imaginary trip to Spain) to give students insights into Spain, its culture, and its language. The teacher will use the procedure of planning a trip with her class. The successful presentation of this course hinges upon the creativity and flexibility of the teacher. Students will be involved as much as possible in discussions and activities. Appropriate vocabulary will be introduced whenever possible. We are hoping in this manner to inspire students to pursue their study of Spanish with renewed enthusiasm, to give new students the impetus to enter the regular foreign language program, and to simultaneously inculcate the objectives that we have set forth.

Objectives

1. To give students a broad overview of Spain--historically, geographically, and culturally
2. To develop interest in Spain and the Spanish language
3. To introduce useful Spanish vocabulary
4. To develop an awareness of cultural differences facilitating the acceptance thereof
5. To show that travel can be an enjoyable and educational experience

AN IMAGINARY TRIP TO SPAIN

<u>Topic</u>	<u>Information to be Covered</u>	<u>Activities</u>	<u>Spanish Vocabulary</u>
I. Preparation for a trip	- How to contact travel agencies. Discuss what information these agencies can give to the traveler. How to make travel reservations and obtain tickets. - How to get information from the embassies or consulates of the countries to be visited. - How to obtain a passport and/or visa. - How to get a certificate of health and how to get it stamped. Discuss what medical shots are needed and why. - Discuss the climate of the country to be visited in order to ascertain what should be packed. - Discuss customs regulations of the United States and of the country to be visited - Discuss the procedure of planning an itinerary. Plan an itinerary with the class.	Go to several travel agencies or write to the agencies to obtain information about the country to be visited. - AAA World Travel - American Express - Baltimore Travel Service Visit library for research on the country. Visit the embassy or the consulate of the country to be visited. Show various slides and films of the country. Also exhibit pictures and posters. Consult health officials to find out what medical shots are needed. Obtain samples of the various papers which have to be filled out (such as passport applications). Show these to the students and let them fill out the necessary information. Pack a sample suitcase. Visit the airport to see the airlines, airplanes, and the customs area. Prepare and study maps of the country. Prepare a map of the proposed itinerary.	Clothing vocabulary blusa traje falda zapato etc. Geographical vocabulary (such as directions, rivers, boundaries) norte, sur, este,

<u>Topic</u>	<u>Information to be Covered</u>	<u>Activities</u>	<u>Spanish Vocabulary</u>
II. Arrival at our destination	1. Discuss time zones and the differences in times around the world. (24 hour time schedule like military time) 2. Discuss money differences. Discuss exchange rates. 3. Discuss the customs system in the country to be visited. 4. Discuss the transportation systems. Include information on: a. Types available and reliability b. Cost and tipping c. Drivers d. Driving habits and conditions e. How to communicate with the driver	Write to various hotels or hostels in the country to be visited. Make maps of the different time zones. Figure out the time differences between the United States and Spain. Exhibit samples of the foreign monies. Have the students figure our exchange rates. Convert American prices in newspapers to Spanish pesetas. (Possible to get monies from a large bank.) Make traffic signs. Dramatization of a dialog involving a conversation with a driver in Spanish. Draw maps of the city to be visited.	oeste, montaña, río, España, mar, etc. Money terms peseta centavo duro Traffic signs Modes of transportation coche autobús etc. Communication with driver concerning places ¿Dónde está...? calle avenida paseo etc.
III. Accommodations	1. Explain the different kinds of accommodations available. 2. Discuss the idiosyncracies of the country: a. Bath necessities (faucets, toilet paper, etc.)	Show pictures of the various accommodations. The AAA travel book of <u>Southern Europe</u> explains and has a few pictures of the various kinds of accommodations.	Room vocabulary cuarto de baño sala etc. Furniture

<u>Topic</u>	<u>Information to be Covered</u>	<u>Activities</u>	<u>Spanish Vocabulary</u>
	b. Drinking water c. Certain foods to be careful of and why (medicine for stomach trouble) d. Eating habits of the country--meal times e. Eating plans of the hotel or hostel f. Use of the fork, knife, and spoon g. Types of services available	Demonstrate the use of the eating utensils.	Words for faucet, hot, cold, soap, towels, eating utensils
IV. Food	1. Discuss the kinds of foods and dishes typical of Spain	Look at various food advertisements in Spanish newspapers and magazines such as <u>La Prensa</u> (Thursday edition), <u>El Diario</u>, and <u>Vanidades</u> (magazine). Visit a market where foreign foods are sold. 1. Store on Lexington St. beside Lexington Market between Futaw and Paca Sts. (B and P Food Market) 2. La Ponceña--store on Broadway south of Pratt (Puerto Rican) Cook a Spanish meal (possible to use the Spanish Apostolate at 204 East 25 Street) Look up Spanish recipes 1. <u>Vanidades</u> (magazine) 2. Cookbooks by Maruja Martínez and Carmen Reyes Cavilan 3. <u>Spanish Cook Book</u> by Barbara Norman 4. <u>Joy of Cooking</u> 5. <u>Twenty One Latin American Meals</u> from the Pan American Union has a few Spanish possibilities.	Vocabulary depends on recipes and foods studied in the materials mentioned Metric system of measurement

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V. Traveling in Spain	1. Madrid a. Shopping area--Avenida José Antonio or the Gran Vía b. Sightseeing 1) El Prado--Discuss various artists and paintings in the museum 2) El Retiro Park 3) Various parks and monuments throughout the city 4) Houses of famous people in the city 5) Puerta del sol 6) Bullring--Discuss bullfighting 7) Palacio Nacional 8) Jardines Sabatini where the statues of Cervantes and Don Quixote and Sancho Panza are found--Discuss both the writer and his work 9) Near Madrid a) El Escorial b) Valle de los Caídos--Discuss Franco and the Civil War	Visit a Spanish restaurant for a meal 1. La Fonda Restaurant (Mexican) 17th and R Streets, N.W. in Washington, D.C. 2. El Bodegón--near La Fonda and is a Spanish restaurant 3. Tío Pepe Restaurant on Franklin Street 4. Tippy's Taco House--Loch Raven Blvd. (Holds 30 persons) 5. Tijuana Taco--York Road	Shopping vocabulary ¿Cuánto? Demasiado Voy de compras centro Places (some mentioned in information column) museo corrida parque etc. Bullfight vocabulary matador picador torero etc.
		Make items which can be bought in Spain, such as pottery and tiles. Make clothing items which can be bought--examples: a flamenco hat, poncho, or rebozo. Show pictures, slides, and films of the bullfight. Pratt Library has a very good film. This film cannot be loaned to schools but arrangements can be made for its showing during a visit to the library. Make models of the buildings mentioned. Make drawings. Listen to and/or teach the songs of the various areas of Spain studied: 1. "Granada" 2. "Málaga" 3. "Cuando calienta el sol" 4. Christmas songs such as "Ya se van los pastores"	

Topic

Information to be Covered

2. La Guardia Civil
 - a. Their organization and function
 - b. Dress
3. Discuss the importance of the plaza in the small towns as the center for government, business, and gossip.
4. Toledo
 - a. El Greco's House--Discuss his works and life
 - b. Toledo wares
 - c. Alcázar
 - d. Old gates and bridges to the city
 - e. Fantastic views of the city

5. Granada
 - a. Alhambra
 - b. El Generalife
 - c. Sacromonte section where the Gypsies live
 - d. Flamenco dancing
6. Córdoba
 - a. Mezquita
 - b. Roman Bridge
7. Sevilla
 - a. Cathedral and the Giralda
 - b. Narrow Streets
 - c. Tower of Gold
 - d. Parque de María Luisa
 - e. Plaza de América
 - f. Plaza de España
 - g. Fiesta de la Semana Santa
 - h. Museo de Bellas Artes

Activities

5. Current songs such as "Cuando tú no estás"
6. Songs from Escuchar y Cantar

Teach the dances of the regions:

1. La jota de Aragón
2. Sardana - Cataluña
3. Muñeira - Galicia
4. Flamenco - Andalucía
5. Bolero - Castilla
6. Sevillana
7. Fandango
8. El paso doble
9. El Auresku - Basque

A film is available about these dances - Danzas Regionales de España SD 1523.2

Books are available about the various cities of Spain published through the Ministerio de Información y Turismo de España. The publisher is Editorial Everest, Apartado 339, León, España. Cities covered are Madrid, Sevilla, Toledo, Granada and Córdoba. Also a book on the Prado and on bullfighting

Topic

Information to be Covered

- i. The tobacco factory which was the inspiration for the opera Carmen
- j. Alcázar
8. Costa Brava
9. Costa del Sol
10. Provincias Vascongadas - Discuss their location, language, customs, and their political importance.

Activities

Spanish Vocabulary

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6. Daly, Maureen, Spain: Wonderland of Contrasts, Dodd, Mead, and Co., New York, 1965.
7. Thomas, Hugh and the Editors of Life, Spain, Time Incorporated, New York, 1962.

Suggestions for Evaluation

1. To have several students play the role of the travel guide for sections of the journey
2. To allow the students to perform in skits and dialogues which reflect the information and vocabulary learned
3. To have the students draw maps indicating their knowledge of the planned itinerary
4. To encourage the artistically inclined students to make representations of Spanish landmarks and monuments
5. To allow students to exhibit Spanish realia such as monies, stamps, etc.
6. To highlight as a major part of the evaluation student participation in class discussions of the imaginary trip